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ABSTRACT

Concept 6, a new program designed to cope with burgeoning enrollments and a shortage of classroom space in Jefferson County, Colorado, keeps school buildings in use 250 days and divides the school year into six terms of instruction. Individual students attend classes four terms and choose their vacations during the other two. An option for a fifth term is available to those who choose it for enrichment, remediation, or acceleration at no expense. Teachers work the normal 184-day work year, but may choose to teach 225 days when enrollments make it possible. The plan has the effect of producing up to 50 percent more classroom space. A key feature in making Concept 6 desirable to students is the voluntary vacation choice. As many as one-third of the students enrolled may be on vacation at a time. The program should lead to greater individualization of instruction and to a broader range of curricular activities in individual schools. Throughout the district, 80 percent of the parents of school age children and 79 percent of the staff favor the plan. The participation of parents, students, and school staff members on advisory committees should facilitate a smooth, trouble-free transition to the year-round school calendar. (Author/DN)

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CONCEPT SIX YEAR-ROUND SCHOOL PLAN

A SIMULATION NOTEBOOK

PRESENTED AT THE

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

APRIL 30 - MAY 3, 1974

CHICAGO, ILLINOIS

by

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Lakewood, Colorado

EA 006 092

Concept Six Year-Round School Plan

Expanding enrollments and a shortage of classroom space caused the Jefferson County, Colorado, School District to consider year-round operation of schools as a possible solution to its classroom shortage. Several attendance areas in this large metropolitan district were faced with overcrowding at both the elementary and secondary levels in 1971. When citizen committees in local schools were given the opportunity to study the possible options for solving the chronic problem under conditions were the maximum bonded indebtedness had already been reached, they asked for a study of year-round operation of school as a possible solution. This brought about the formation of a district-wide, study committee, composed of parents, teachers, students, and administrators who began an exhaustive analysis of feasible extended school year plans. Early in the study it was found that only a handful of school districts considering the year-round plans of operation have actually adopted calendars that would extend the school year beyond nine months for both elementary and secondary levels. When the various plans in operation were analyzed it was concluded that a lack of uniformity exists in year-round operations in K-12 systems because there is a difference between what is acceptable at one level of education and what is uniformily acceptable at all grade levels.

The widely acclaimed success of the voluntary four-quarter plan for secondary schools generated little interest among elementary teachers and the 45-15 plan raised considerable

skepticism among the secondary school teachers and principals. Dr. Alton Cowan, Superintendent of the Jefferson County, Colorado, School District, appointed a task force to study the feasibility of a year-round operation in this large K-12 district. A three man study group was composed of principals from an elementary, junior, and senior high schools within the system. This task force was charged with the job of thoroughly studying the 45-15 plan and then producing a K-12 conceptual model for implementation as a pilot. After months of intensive study, during which they continually related their findings to the larger committee, the task force came to the same conclusion that others have reached before; that any savings in the cost of facilities would soon be eaten up by increased instructional costs. particularly at the secondary level if the existing quality of instruction was to be maintained. Moreover, the prospect of mandating vacation times to a population of 77,000 students on a pattern that departs radically from existing practice, was not received well enough for further consideration. The complexity of scheduling students at staggered 15 day entry times, along with the problems of offing single section elective courses at the junior and senior high school, began to arouse opposition.

Although a proposal for completely individualized instructional modes was offered to resolve these problems, this was not seen as a viable solution that could be implemented in the immediate future by an extremely large teaching staff using a wide range of teaching methodologies.

During the course of this investigation there were several outcomes which proved quite useful. Recommendations were developed

concerning the characteristics which year-round education plans should possess in this particular K-12 district. Also outlines of four conceptual models which offered feasible solutions for implementation in an entire feeder system were proposed. It was concluded that the ultimate answer for year-round operation has not yet been found and that there is no one plan that will be adopted nation-wide. Plans should be developed within each district according to local needs and cummunity characteristics. Features of a year-round school plan, which were found most desirable in Jefferson County were:

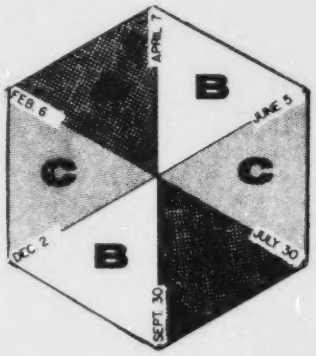
1. Voluntary vacations.
2. A flexible school year that provided for both maximum and minimum attendance periods according to individual needs.
3. Little or no tracking of students.
4. The capability of using the existing curriculum during phase-in.
5. Cooperative arrangements between elementary and secondary schools to allow all family members the same vacation time.
6. The choice of a warm weather and a cool weather vacation.
7. The potentiality of the release of more than 25% of the students to vacation at any particular time for maximum economy in building use.

Five variables were identified which can be manipulated to produce an extended school year schedule. These consisted of the number of attendance terms which students must spend in school, the number of vacation periods available, the number of tracks in which the school population is divided, the percent of students released to vacation at one time, and the number of holidays observed in the continuous school year calendar.

When several models demonstrating different combinations of these elements were drawn up, one particular plan identified as Concept 6 proved to be most acceptable for meeting local needs. The result is a year-round plan which discards the traditional September through May calendar and replaces it with a calendar which starts in August and continues through July. When schools choose to balance the vacation selections of students evenly, it has the effect of producing 50% more classroom space.

Jefferson County's Concept 6 puts school buildings in use 250 days and divides the school year into six terms of instruction. Individual students attend classes four terms and choose their vacations during the other two. An option for a fifth term is available to those who choose it for enrichment, remediation, or acceleration at no expense to the individual. Teachers work the normal 184 day work year, but may choose to teach 225 days when enrollments make it possible. They still have the traditional holidays off, including an extended holiday

vacation at Christmas and six other holidays normally observed in the school calendar. A total of eleven holidays are observed during one complete cycle of the calendar.



Six differert entry times, as shown above. have the effect of making the curriculum continuously accessible to students throughout the year at the same time reducing the delay of entry for kindergarteners who reach age five after labor day. These multiple entry times also make it easier for students who must transfer in or out of school to districts with traditional calendars. Students and their parents will select either vacation pattern A, B, or C.

Teachers in Jefferson County work on a 184 day contract year. On the year-round schedule they have only 172 teacher-pupil contact days to deliver the regular school program. If the administration continues using two of the teacher's work days for orientations and inservice, then a bonus of ten teaching days are left over to give to the education of boys and girls. This bonus of teacher time offers one of the most significant benefits which a year-round schedule can provide for students. Since these ten days may now be used

for instruction outside the minimum required program, they will be used by the local schools to present an array of alternative educational experiences which are prescribed to meet the specific needs of students in the local school setting. This time may also be used for conducting staff inservice with large segments of the faculty present at one time or for curriculum development and writing projects when funds are not available to release staff from their normal daily teaching assignments.

Although some schools will want to offer bonus learning sessions which conform in length to the regular school day, the option is there to schedule teachers on a hourly basis so long as the ten day commitment is fulfilled. Since student attendance is voluntary, students will be scheduled according to individual activity just as they do presently in summer school. In schools where these bonus learning sessions are scheduled on a broad scale, it is possible for a student to avail himself of every opportunity to attend more than 180 days at no additional expense to the district, without the individual joining another track of students during a fifth term. Surveys of student interest indicate that approximately 50% will volunteer to return to school during a vacation term to participate in an extra learning session. If this estimate of enrollment holds, then twenty additional days of instruction could be offered a student volunteer and still allow the school to maintain its normal ratio of students per teacher. Staff members have expressed a

high degree of enthusiasm for the possibilities which the bonus sessions offer. They see potential for developing a broad range of options for the enrichment and humanizing of the curriculum on the one hand, but they also see new hope for the disadvantaged youngster to receive individually prescribed instruction in the basic skills.

A key feature in making Concept 6 desirable to students K-12 is the voluntary vacation choice. There are three basic vacation plans, however, a family may choose any two terms as long as their selections do not seriously alter the balance of enrollments during any one term. Most families will vacation during one of the following three choices:

Vacation Plan A - One vacation from July 30 to September 30 and the other from February 6 to April 7

Vacation Plan B - One vacation from September 30 to December 2 and the other from April 7 to June 5

Vacation Plan C - One vacation from June 5 to July 30 and the other from December 2 to February 6

It can be seen that as many as one-third of the students enrolled may be on vacation at a time. These vacation choices were determined in a geographic area where winter recreation activities are highly popular and where many families have the means to travel more than once a year. Other combinations of vacations could be arranged easily if the interest were to shift by simply rotating the year-round calendar ahead or back a few weeks according to local preference. Chief among the advantages of Jefferson County's Concept 6 is the fact that it can take many of the district's schools off of double session

and permit the construction of new schools to catch up with the burgeoning enrollment.

In September, 1968, there were 60,320 students attending school in Jefferson County. This past fall there were more than 77,000. Despite lower birth rates, higher interest rates, and other factors, people continue to swarm into the Jefferson County School District. How to meet this continuing influx of new students is the major problem. Jefferson County voters consistently approve bond issues to finance new schools and the district supplements this with a pay-as-you go mill levy program to pay for upgrading older schools and help build additional new schools but there is a legal limit on the amount of school bonds which can be sold and on the amount which can be raised by pay-as-you-go financing. The needs identified to date far exceed these legal limits. A new school bond issue may be proposed during the 1973-74 school year. Even if it is approved, the need for classroom space far exceeds the financing available.

Concept 6, in addition to its educational advantages, has the potential to save taxpayers millions of dollars. If all county schools were on this program and if vacation selections were evenly balanced, about one-third more space would be made available in existing schools. The newly opened Columbine High School cost 3.48 million dollars and can accommodate 1,500 students. If its capacity could be increased by one-third under Concept 6, this would mean 500 students

spaces valued at 1.16 million dollars would be immediately available. Initial plans call for only 16 schools in two feeder systems within the district to be involved in the two-year Concept 6 trial program, but these are two of the most rapid growth areas in the district. Projections presented to the Board of Education indicate enrollment in these two areas alone will increase by more than 4,700 students by September, 1977. If even 20% more space could be provided in the two overcrowded feeder systems through Concept 6, it still would save millions of dollars. In these days of rising costs its a savings which the Board of Education believes can't be overlooked.

But space needs are only temporary no matter how serious they may appear at the moment. Long range improvements in curriculum and instruction must be realized if any year-round education plan is to be permanent. For the past several years it has been a trend in curriculum design to break year long courses down into multiple in-depth units of nine weeks or less. Jefferson County has committed itself to the nine-week pattern of curriculum organization where all courses of instruction ultimately will be comprised of performance based elements and will be, whenever possible, non-sequential in nature. The intent here is to make self-paced learning a reality for students and at the same time promote maximum exploration and enrichment. Concept 6 makes it possible for students at all grade levels to be rescheduled or regrouped

every nine weeks and at intervals more or less frequent depending upon the philosophy of the school involved. It provides for a modicum of economy in the offering of single section elective courses at the secondary level and at the same time allows large teaching teams with differentiated staffing to continue functioning at levels of maximum efficiency.

Although individualization of instruction is a much hoped for outcome of a Concept 6 operation a broader range of curricular activities in individual schools appears certain to result. A bill passed by the Colorado Legislature in 1973 not only endbles school districts to pilot year-round school schedules but permits flexibility in the length of the school year for the student. This later provision could possibly have the greatest significance for the educational development of individual boys and girls.

A separate part of the pilot investigation of Concept 6 shall be a study of the effect of alternative educational activities on pupil progress in a flexible school year which varies from a minimum of 172 days for some students to 184 of more days for others who volunteer to attend an extension of their regular school year. This flexibility in schedule can be operated with no additional expense to the district and requires no significant increase in funding from state revenue. The schools operating the year-round schedules may be funded for each student as it the individual attended 180 days leaving the

choice to the individual as to whether he will actually attend more or less time through involvement in intersession activities. This new flexibility also allows individual schools to plan activities in the academic realm which are both remedial or exploratory, or, in the activity area which should have a humanizing effect on relationships developed in the school.

Teachers have enjoyed brainstorming sessions wherein they have planned locally the range of activities to be considered. Since each teacher has an additional 10 day commitment in the intersession program each teacher is faced with making a new decision about the special kind of service he shall offer to the school curriculum. Following are a few of the many potential activities which teachers are considering. Small group remedial instruction in reading and math come first in the minds of teachers working with youngsters in the basic skills. They now see an opportunity to diagnose weaknesses of individuals and arrange through communication with parents to have these students for one or two week intervals during winter vacation times. Students needing extra help will receive individual attention from teachers who are experts in the basic skill areas.

Gifted students on the other hand will receive similar help to further develop their special talents. Others are more interested in performance activities such as drama or music festivals which will be presented by students during intersession times by students participating voluntarily in a full range of creative roles. Mini-courses lasting one or two weeks become a practical reality and students may have the latitude of selecting the topics of interest. Special counseling programs during vacation

terms can be developed for students and their parents who need or request special assistance from school staff. A program of home visits can be initiated by local schools to promote better teacher, student, parent understanding and cooperation.

Students may now act as volunteers for community groups needing assistance for worthy causes and they may now arrange for community service experience through the coordination of a school staff member, during the time the individual's vacation is in progress. With the two extended vacations occurring during the year for each student, work-study programs can now be expanded to provide students interested in obtaining on-the-job experience more extensive opportunity under the supervisior of a teacher coordinator. The district's present foreign travel study program can be expended to offer greater opportunities for students interested in expending their knowledge of the language or in encountering first hand the culture of other nations through supervised vacation travel.

INTERSCHOLASTIC ATHLETICS

When Concept 6 was first presented to the communities for their discussion one of the chief concerns at the secondary level was the effect of a year-round program on interscholastic athletics. Students in Concept 6 schools will be accorded the same privilege to participate in activities and athletics which they will enjoy in traditionally scheduled schools. Since the Concept 6 vacations will occur at various times during the year students may participate in activities during attendance terms and during vacation terms.

Where eligibility rules apply a student must have met the eligibility requirements as of the last day of the school attendance in order to participate during his or her vacation.

Junior or senior high school students will not be permitted to use the flexible vacation choices available under this plan to gain a special advantage over students in schools which are on the traditional school calendar. This was an assurance which the state high school athletic association required before giving endorsement to the plan. A Concept 6 student will not be allowed to take consecutive vacation terms to permit them to be on vacation during an entire sport season. Students must be enrolled as a full time student during a significant portion of the season in which he or she plans to participate. Activities which normally take place during vacation terms such as musical and dramatic productions or athletic camps will continue. Such activities may well become part of the intersession program which the school can schedule more formally and which can be made available to a broader range of students than in the past.

COMMUNITY OPINION SURVEY

When a school district contemplates a change in operations as unfamiliar to the community as a year-round calendar discretion suggests the need for a survey of community attitude toward the proposal before it is tried. An extensive attitudinal survey conducted in late November and early December of 1972 as part of a fesibility study done by the Jefferson County, Colorado, District disclosed a remarkably high degree of acceptance of the idea of a

continous school year. This study prepared by a professional opinion polling firm was conducted as a result of nearly two years of study and planning.

A public information campaign lasting three months used both the public media and local community groups for presenting the conceptual model to as many of the local citizenry as possible. Local radio and television stations willingly joined in the effort to explain features of the program through panel discussions, talk shows, and documentary presentations. Where ever the public media took an editorial stand on Concept 6 it was usually positive and supportive of the year-round school design. When the opinion polling firm reported its results the plan was strongly endorsed by both parents and school employees.

Throughout the district 80% of the parents of school age children and 79% of the staff said they would be in favor of such a plan for their children and would be willing t "Give it a try." Structured personal interviews were used to gain the opinions of parents while opinions of employees were obtained through a written questionnaire. A scientific sampling of respondents of both "audiences" was employed to insure valid information from the poll.

Primary reasons for conducting the survey were not only to determine the climate of opinion regarding year-round education but to determine where a pilot project might best be tried. The Jefferson County District has been divided into 9 elementary through high school feeder systems. When two of these 9 areas registered a significantly high degree of interest in the concept then a follow-up study was prepared to measure total community

attitude and to gain specific data for implementation. Chief among the concerns of the study committee was the question as to whether the vacation choices of parents would be distributed throughout the four seasons of the year. Although parents and school employees tended to favor the vacation period that most closely coincides with the present vacation time under the traditional school calendar there was a significant interest in vacations during every month of the year.

The two most interested communities indicated that 20% of their students would be on vacation during the least selected season of the year if parents were given a choice. This 20% reduction in pupil load meant that considerable savings in plant construction could be realized if pupils were released on a continuous option to vacation any season. It meant that also a more varied and flexible curriculum could be offered continuously throughout 250 days of the year for the benefit of pupils and teachers.

One action taken as a result of the survey was a change of the particular dates on which the Concept 6 terms began and ended. At the time of the survey, June 27 through August 26, constituted a most preferred vacation time and this seemed to reduce the feasibility of obtaining balanced enrollments during each of the three voluntary vacation plans. By simply shifting the calendar so the summer was divided at July 30, two equally desirable warm weather vacations were created. The results of this survey were presented to the Jefferson County Board of Education as part of the evidence upon which to base their decision for implementing

a year-round school project.

Since the attitudinal survey was based upon a limited random sample of parents in the various communities some question was raised by citizens as to its validity. This has been a common place objection raised by citizens when other community surveys were conducted. In an effort to validate the report and satisfy questions raised by some citizens a postcard curvey was conducted late in the winter of 1973. Postcards were sent to the household of every student enrolled in the potential pilot areas. A 53% return was achieved and although the results were less dramatically in favor of the project there was still strong support, with 66% of the respondents favoring Concept 6, and 27% voting against it. The vacation patterns on which this survey was based were as follows: Vacation Pattern A, June 27 through August 26 and January 2 to March 1. Plan B, March 1 to April 30 and August 26 to October 23. Plan C, October 23 to January 2 and April 30 to June 27. These dates were subsequently changed as stated above. See Appendex A for excertps from this parent attitude survey.

CONCEPT 6 ADVISORY COMMITTEES

When parents throughout the county were asked in the public opinion suivey about the possibility of having parents serve on Jeffco Concept 6 Advisory Committees, eight out of ten persons interviewed supported the idea. As a result, all schools in the two pilot feeder systems were asked to recommend persons to serve on Advisory Committees for each area.

These local school representatives who will serve on the Area Advisory Committee include parents, students, principals, teachers, and other school employees. Their names were listed in a newsletter to parents and distributed throughout the pilot area. The two advisory committees from each of the feeder systems met monthly to offer advice, to act as a community sounding board, to identify areas of concern and to react to Concept 6 implementation plans as they are developed. Members of the committees also are responsible for assisting in getting Concept 6 information to their local school committees.

Members from these two area committees join members of the original year-round school study committee which developed Concept 6 in making up a central coordinating committee. The central committee helps coordinate plans for the program in both of the pilot feeder systems during the two year pilot program. The central committee also meets on the second Monday of each month. It is anticipated that the participation of these parents, students, and school staff members will facilitate a smooth trouble free transition to the year-round school calendar.

COLORADO SPRINGS CONCEPT 6 PILOT

Considerable interest in Concept 6 has been expressed by other districts and at least one other system in Colorado has a pilot program in progress at the present time. The Colorado Springs District 11 placed one elementary school and one junior high school on the Concept 6 program in July of 1973. Penrose Elementary School, under principal Ruth Womack, and Russell Junior High School, under principal Arvel Ricketts, began the program for much the same

reasons tha. Jefferson County has considered. From 1950 to 1972 the enrollment in the Colorado Springs Public Schools increased from 9,000 to nearly 36,000. It was necessary to have split session and extended day schedules even though the district built 24 elementary, 6 junior high, and 3 senior high schools within a ten year span of time. In this particular district the taxpayers approved seven consecutive bond issues but resistance to increasing school construction became apparent and motivated school administrators to seek other solutions.

In Colorado Springs, students are required to attend 180 days under Concept 6 and students are scheduled into an intersession immediately following a regular session or return to school a week early for an intersession immediately preceeding their next term of attendance. A year-round activity program has been developed by the Colorado Springs Department of Parks and Recreation for the Russell and Penrose pupils who are on vacation. These pupils may also return to school for remedial and enrichment courses which resemble the summer courses offered by nine-month schools.

Having been under way during the summer and fall of 1973, the Colorado Springs Schools found some disadvantages for families on Concept 6 where they were reluctant to break with the tradition of nine months of school and three months of vacation. Children in one of the Concept 6 tracks have a spring and fall vacation. Experience there has shown, however, that growing numbers of families are vacationing at other times of the year and continued gasoline shortages may very well accelerate the trend. Families with

children in the Concept 6 school and in a traditional school, encounter some inconvenience or hardship because individual vacation schedules do not match precisely. But because of the flexibility of Concept 6, arrangements can usually be made to alleviate such problems.

The Colorado Springs pilot has been instituted for two years during which the district will conduct a comprehensive evaluation financed in part by a $10,000 Title III Elementary Education Act Grant to determine the effects, if any, upon pupil achievement. It will be continued and possibly extended to other schools if the evaluations show the plan is successful.

JEFFERSON COUNTY PILOT

In Jefferson County where implementation is scheduled for July of 1974, the pilot study will also be in operation for two years in two K through 12 feeder systems. This pilot will involve two senior high schools, three junior high schools, and ten elementary schools which enroll a total of 15,000 students. The results of the evaluation will be analyzed to determine the effect of Concept 6 on student achievement and attitude. The district is committed to presenting the results of its evaluation annually each spring. A record keeping system has been established by schools in pilot areas to record expenditures in the categories of transportation, custodial services, food services, data processing, and utilities. Principals of individual schools are instructed to maintain a record of expenditures in the areas of instructional supplies and capital outlay. Any transfer

of funds into or out of these accounts is being maintained in the office of the Area Superintendent. The district's achievement testing program will continue to measure pupil progress before and after experience in the year-round program. Evaluation information maintained in this fashion shall serve as baseline data as a basis for comparison during the pilot.

ENCLOSURES

Resolution of the Board of Education

Operating Procedures

Intersession Activities

Answers to Questions Raised by Principals

Advantages

Calendar

Year-Round School Plan: Colorado Springs Public Schools

An Act by the General Assembly of the State of Colorado

APPENDIX A

SUMMARY OF STAFF AND PARENT ATTITUDES

TOWARD JEFFCO CONCEPT 6 IN JEFFERSON COUNTY, COLORADO

An Overview of Parent and Staff Opinion Surveys

Jefferson County school parents and school employees strongly endorse the JeffCo Concept 6 Plan of year-round school.

Both favor the plan to almost the same degree -- 80% of the parents throughout the county and 79% of the school staff, both certified and classified.

The plan is based on voluntary choice of vacation time, and almost all parents of school-age children favor that.

But implementation of JeffCo 6 throughout the county would be difficult, if not impossible, based upon vacation preferences indicated by both parents and staff.

Parents and school employees favor the vacation period that most closely coincides with the present vacation under the traditional school calendar.

Detailed interpretation of parent attitudes toward JeffCo 6, through a profile of several questions in personal interviewing, indicates two attendance areas where a follow-up Vacation Preference Poll might be taken -- Columbine and Arvada West. Through a canvas of vacation preference of all parents in one or both of those areas, Study Group members should be able to determine if students could be fairly equally scheduled through each of the three JeffCo 6 attendance patterns.

If, in either of those attendance areas, vacation preference polls indicate a more even distribution of vacations in each of plans A, B, and C, a "pilot program" of JeffCo Concept 6 could be initiated.

* * *

Overwhelming support for the JeffCo Concept 6 plan was indicated by both parents and school staff in each of the twelve attendance areas established as sampling clusters.

Parent support ranged from a high of 94% in the Columbine attendance area to 68% in the Wheat Ridge area. Parents in both Columbine and Arvada West were significantly more supportive and less opposed to JeffCo 6 than in any other area of the county:

Favor JeffCo Concept 6?	Yes	No	Can't Say
All respondents	80%	16%	4%
Men	79	15	6
Women	81	16	3
(Attendance Areas:)			
Alameda	84%	12%	4%
Arvada	78	16	6
Arvada West	92	4	4
Bear Creek	84	14	2
Columbine	94	4	2
Golden	76	20	4
Green Mountain	70	20	8
Jefferson	78	16	6
Lakewood	78	20	2
Mountain	80	20	0
Pomona	75	21	4
Wheat Ridge	68	22	10

Virtually the same degree of support exists among staff members employed by the school district. Most staff members, 79%, indicated they would be willing to "give it a try" if the year-round plan, JeffCo Concept 6, was to be extended to their school. While 15% of the staff members said they were "not sure" only 5% ("ask to be transferred," 4%; "seek employment elsewhere," 1%) were opposed to the plan for their school at the time of the survey.

A comparison of staff attitudes toward the plan ranged from a high of 88% in the Arvada West Attendance Area to a low of 67% in the Golden Attendance Area.

The district-wide comparison among staff members revealed:

Attention to JeffCo 6:	Give it a try	Not sure	Ask to be transferred	Seek emp. elsewhere	No resp.
All respondents	79%	15%	4%	1%	1%
Men	83	11	4	0	1
Women	76	18	4	1	1
(Attendance Areas:)					
Alameda	77	15	4	2	1
Arvada	82	12	4	1	0
Arvada West	88	10	2	0	0
Bear Creek	82	12	3	2	0
Columbine	85	10	5	0	0
Golden	67	27	5	1	1
Green Mountain	79	14	4	2	2
Jefferson	75	16	4	2	4
Lakewood	74	20	5	0	0
Mountain	78	18	0	2	2
Pomona	77	17	5	0	1
Wheat Ridge	73	19	7	0	1
Admin./District-wide	84	6	3	0	6

Nearly all parents reported they had heard about the year-round school paln, chiefly from school publications, newspaper coverage, and attending school meetings. While nearly two-thirds of the Jefferson County school employees say they knew something about the plan, an even greater percentage, 85%, indicate an interest in even more information about it.

In every one of the twelve attendance areas where parent attitude toward JeffCo 6 was sought, strong approval was indicated for each of the seven, basic features of the year-round plan.

Both parents and school staff members saw the leading advantage of JeffCo 6 as the year-round use of school facilities. Parents also saw year-round school as a solution to the school district's enrollment pressures and double sessions.

While year-round school offered more vacation opportunities in the eyes of parents, vacation problems was named as the leading disadvantage of the JeffCo Concept 6 plan.

Forty percent of parents throughout the county, however, when asked to name any important disadvantages to JeffCo 6, felt there were none.

Nearly three-quarters of the parents (72%) polled in the personal interview survey felt the JeffCo 6 plan was a possible solution to the school district's rapid growth and enrollment problems. They favored the year-round plan by an overwhelming margin over any other possible solution.

Parents throughout the county were very strong in their feeling that parents should participate in an advisory capacity to help design a pilot program of Concept 6. Support for this advisory help was strongest in the Arvada West area.

When it comes to voluntary preference for vacations under the JeffCo Concept 6 plan, both parents and staff strongly favored Plan A. This includes vacation periods from June 27 to August 26 and January 2 to March 1.

Plan A was preferred by parents, on a county-wide basis, by a margin of 2 to 1; by school employees, county-wide, 3 to 1.

A comparison of parent and staff preferences for vacation periods is shown in the following table. The tables reveal the survey error factor for parents ($\pm$14%) and staff ($\pm$10%) by attendance area.

This table, plus the results of a profile of responses by parents to ten other questions in the survey, indicate that potential "pilot program" areas for JeffCo Concept 6 may be in Arvada West and/or Columbine. Vacation Preference Polls should disclose that information.

	Plan A Percentage Parents/Staff	Plan B Percentage Parents/Staff	Plan C Percentage Parents/Staff
All respondents	40-48%/58-62%	17-25%/20-24%	13-21%/14-18%
Men	44-52/49-52	16-24/25-29	11-19/19-23
Women	36-44/64-68	18-26/17-21	15-23/12-16
Attendance Areas:			
Alameda	24-52/53-73	0-24/10-30	8-36/11-31
Arvada	29-57/45-65	8-36/15-35	6-34/9-29
Arvada West	38-66/38-58	14-42/17-37	4-32/14-34
Bear Creek	24-52/52-72	6-34/10-30	2-30/6-26
Columbine	34-62/46-66	14-42/18-38	4-32/5-25
Golden	24-52/62-82	4-32/9-29	4-32/0-19
Green Mountain	24-52/50-70	16-44/12-32	0-18/5-25
Jefferson	34-62/57-77	0-26/10-30	6-34/0-20
Lakewood	28-56/59-79	16-44/3-23	8-36/7-27
Mountain	32-60/48-68	8-36/12-32	0-20/8-28
Pomona	29-57/53-73	3-31/9-29	11-39/5-25
Wheat Ridge	38-66/47-67	0-28/22-42	6-34/1-26